Year 2 Family Learning

English and Maths

A CO

The English curriculum for primary schools is broken down into two areas as follows:

- Reading
 - word reading, comprehension
- Writing

 transcription or spelling, handwriting, composition, vocabulary, grammar and punctuation

Read the passage out loud... stop when we tell you to!

Superhero Times

- 4 BREAKING NEWS: This morning
- 0 the people of Hotham City are
- 15 waking to the shocking news
- 20 that the baddy, Captain Zeeborg
- 25 has finally been defeated. After
- 2 he has bullied the city for years,
- 39 this news will come as a huge

42 relief to many.



- 51 A witness confirmed that after an all-night standoff
 58 between Captain Zeeborg and a small, unknown
 67 superhero with green hair, he has finally been banished
 70 from the city.
- 78 Two other superheroes, Muscle Man and Zoom Boy,88 were found tied up in the captain's hideout. They were90 both unharmed.
- 97 Who could the green-haired hero be?



In reading, at the end of <u>Year 2</u>, our children are expected to...

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.



Word recognition, strategies, reading for meaning - can your child actually read the words?

Reading for information - can your child answer questions about what is happening? Can they predict what might happen? Can they give reasons for their answers from the



What skills does your child need?

The art of reading let your child read aloud if they are reading to you, to emphasise expression.

Quiet reading is only for fluent, accurate readers.

Response to text listening and responding. Has your child enjoyed the book? Why? Can they give an opinion on the text?

What can you do to help?

- Encourage your children to read. Read with them and to them. It really does make a difference to their attainment in English if they are avid readers. Vary the choice of reading material so that your child experiences lots of genres. Do you know what they love to read?
- Include comics, magazines, recipes, tablets and devices as well as a wide range of books, even story tapes.
- Play games designed to improve reading such as Boggle, Top Trumps, Junior Scrabble and other board games to make learning more fun.
- Ask lots of different sorts of questions and encourage them to use the correct grammar in spoken English. Insist on children answering in full sentences, rather than single words.
- Encourage children to question what they read what does that word mean, why did that character do that?

How will they be assessed in reading?

- There are two reading test papers.
- Paper 1 consists of a fiction, non-fiction and poetry text. The children are given short bursts of text followed by one or two questions - these can be retrieval, prediction, inference, sequencing or vocabulary questions
- Paper 2 is much more demanding in terms of the stamina the children need to have for reading. There is usually a fiction, non fiction and poetry text and the children answer a range of questions.
- Teacher assessment this will be based on work we do in class, comprehensions, the level of reading book your is reading at and the speed at which they read (whilst still having a good understanding!)

Reading: Paper 1

The World of Ants



Ants are insects that you can often see in a garden, in a park or just on the pavement. They usually live underground. So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



		-	C LLL - LL MARK	1 -
Practi	ce questions		6 Why did Frog say, "This must be our lucky day"?	
a	What kind of animal is an ant?		Tick one.	
		_ 0	Monster A boat drifted liked boats.	
			They were It was a	0
ь	Find and copy two places you might see ants.		by the sea. 🗀 sunny day. 🗀	<u> </u>
	1	0	7 Why was Monster worried?	
	2			\bigcirc



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Reading: Paper 2

The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's bed. But she was so sad that she wouldn't sing at all.

As for the blackbird, when he saw that his wife had been trapped, he was angry. He took a sharp thorn for a sword and took half a walnut shell and wore it as a helmet. With the other half, he made himself a little drum. Soon he was marching towards the palace, beating the drum: rat-tat-tat.



Plastics and the Environment

What is a plastic?

Plastic is a material we all use every day. The first plastics were made more than 100 years ago from parts of plants.



Plastics can be useful for people but bad for the planet. Here are some of the reasons.

Good points	Bad points
Plastics can be shaped into almost	Plastics can be difficult to recycle.
anything.	Plastics can give off poisonous
Plastics are light and cheap to make.	fumes when they melt.
Plastics can be produced in different	Plastics are made from oil which







- Can you break it up?

uou that ...?

describe...?

from the text.

- . Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

20 words or less?

. What happened at the end of the ...?

How is it resolved?

Can you retell the story to me in

- What is the dilemma in this storu?

- If They Can't Read a Word, Say:

Great Publications!

- Amazon have a top 100 child friendly books list...
- Look at the Sunday Times best sellers list for new children's book ideas...
- These books will help you and your child to choose a range of books...









Writing Year 2



In Year 2 there are three levels of writing, working towards the expected level, working at the expected level and greater depth at the expected level. We use brilliant books on which to base our writing opportunities for the children and we hope that they will feel inspired to write!

We model different types of sentence, we model the writing we want them to emulate, we point out punctuation, spelling and grammar at every opportunity!

And we hope that by the time they are writing in May we have six great pieces of writing which will show off with they can really do!



Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.





Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.





Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.



Thesday 26th LO: To write foctual sentences using BOYS sentence. SC-I can write sentences which make sense. I can use use a Tuistop and capital letter. I can include the conjunctions: because, but, so, or, yet. I can include the names of equipment the firefighters use today. FireFighters Visors there tare. to ters were 101 w or ordage suite BU MARPO O ma ranna NOLY over WYO mas suit suit suit sur



Tuesday 27th February 2015 LO: To create a character profile Twit has crooked, gring mouth. Mes Twit is as ugly as a monstrous, mean witch with dreen Warts. The more hidious tricks Alles Twit the more plays on McTwit takes. Some people say he revenge She's a sweet, beautitut others say she's grassime and She's so hidrous she whacks dogs, cats and chidren stick. S he even with her walk Ad screaming. as Loud par d IS. Peresent witch. is as wicked She HOW HOT mee 401 to A NON



Wednesday 28th March 2013 Frustrated, annoyoyed, amased Mr Wit explodes. LO: To write a missing chapter from The Twits Happy, amazed and embarased Mrs Thrit laughs menecingly at Mr Twit. Mr missurvived the Mrs Twit came down from explosion and thinking up a space as angry as a tigen As her feet touched. plan to get his own the disgusting, foul floor their back on Mrs, Twit. Mr Twit fot revenge but it did not platting something horrid, work as he wanted so What a horrid plan this: is! This Third sneaks out to the got quite sad and wanted to get something the forest to get some Snakes. Mrs Twit puts the HORRID to de how Ars With with be. snakes in Mr Twites T-shlot. mad Mrs Twit says "What a -shirt authou annoying That. perfect, horrid, plan this I will finally get revenge hat's in my t-shirt you is. I Super ! 3ed, 2A, adverto old hag? So Mr Twit got emotion, BOYS, edited yoursely so made he rearly exploded. Ks -> the more, the more he more Ars that plays the As That The more revenge Manacquing sp= menacingty Thit gets. Don't do that embarance embarasses igain you old hag."

Wednesday 18th April 2019 LO: To describe a dragon using a similie Machine All dragon is as scary as a grant with ferocious, red eyes and magical powers. cabin Inter in a where Thide secret sierce, jurtous priends. He can his breath out stick on walls and ragma balls! He fore, tava and eats cavourite cheese smeller bisauts netbs bectase tt Sour US fire, tava and breath out them acan's and ous. tike Nagmas butter. doesn't tike chips.) (but ne and pasta. The more he eats fish When ne NO. USa powerful more somthing burts he mad moneet 0 and nischievious de





How will they be assessed in writing?

 Year 2 teachers choose each child's six best pieces of writing which will showcase the grammar, spelling and punctuation required in Year 2 - these pieces are not written in 'test' conditions and are written as part of our normal classroom procedure.



The Punctuation Poster Year 2

Punctuation

How we explain this to the children:

Point it out in guided reading and individual reading - Model to the children the function that the punctuation is performing

With the intonation in our voice to show the difference between an exclamation, question, statement or command.

Punctuation games (e.g. punctuation bingo) and correcting mistakes

Kung Fu punctuation (YouTube)

Punctuation displays

Really, really sentences, 2A sentences, Some; others sentences, etc.. (Alan Peat's explanations)

Spellings - Year 2

- Daily phonics lesson to practise whole word recognition as well as individual focus sounds according to phase
- White board work games
- Strategies e.g. mnemonics (big elephants can always understand small elephants - because)
- Themes of work and related tricky words
- Spelling tests
- Lots of teaching of alternative spellings and sounds (homographs / homophones)
- Teaching of spelling rules (and exceptions!)
- Marking and corrections
- Dictation

Foar 2 full spolling list (appondix 1) and range of word, contence, text and punctuation (appondix 2)

bladge, edge, bridge, dedge, fudge	Ago, kugo, chango, chango, bulgo, -	Ciem, giant, magic, giraffo,			
	ollage	onongy, jacket, jar, jag, jain,			
	-	najut			
Kazo, ico, coll, city, fanzy	Knock, know, knoc, gnat, gnaw	Write, written, wrote, wrong,			
		ытар			
lable; apple; bettle; little; middle	Carnel, tunnel, equirrel, travel,	Mistal, podal, capital, kaipital,			
	tewel, tinuel	animal			
Panal, famil, nartril	Cry, fly, dry, try, roply, July	Hiar, Briar, ropliar, copiar, hobias,			
		cannical			
Copied, copier, happier, happier,	Hiking, kikod, hikor, nicor, nicort,	Patting, pattod, humming,			
arted, replied	Nasari, akang	hummed, dropping, dropped,			
lbut, copying, onying, rophyingi	_	anddor, anddart, fattor, fattart,			
		nurser, nursy			
All, ball, call, walk, talk, always	Uther, methor, brother, nothing,	Kay, donkay, monkay, chimmay,			
-	Mendag	vallay			
Want, watch, wandor, quantity,	Word, work, worrs, world, worth	War, warrs, towards			
aquash.					
Islantation, Transvero, Luncel	bajogmant, sudacas, curoful,	Morrimont, kappinese, plantiful,			
	playful, hapolase, plainnase, badly	ponnulaur, knappily			
Can't, didn't, haun't caulde't it's	Mogania, Kavia, The girls, The	Station, fiction, motion, national,			
fu.	della's, the max's	notion.			
Homephones/neer komephones	CEWs:				
There / their / they're	Deer, floer, peer, bocause, find, ki	nd, mind, bohind, child, childron,			
Hare / kaser - Quist / quite	wild, damb, mort, only, both, old, o	ald, gold, hold, told, overy,			
See / see Bare / bear	evenybody even, great, break, steak, pretty, beautiful, after, fast,				
One / won San / son	lart part father, claim grain pair plant path, bath, heur, move				
To / tee / two Bo / boo	prove, improve, sure, sugar, eye, could, should, would, who, whole,				
Blue/blev Night/knight	any, many, clother, busy, people, water, again, half, meney, Mr. Mrs.				
_	perente, Ceristinae				
buttion: non or the low of l					

Subordination using when, if, that, because where, although, even though, while, until, after, even if Coordination using Ifanboyn, for, and, nor, but, or, yet, so

Types of easteries: statement, quarters, externation, command. Equanded neurophranes

Consistent present and part teres including progressive form - he is dramming, he was should g

Capital letters, full steps, quarters marks, ordernation marks. Comman to separate iteras in a luit

Apertrophic for contraction. Apertrophic for singular passasion.

Grammar - Year 2

- Know the class of words: nouns, verbs, adjectives and adverbs
- Past and present tense (including irregular verbs e.g. come / came)
- Plurals and exceptions (e.g. fly, flies and donkey, donkeys)
- Expanded noun phrases (the beautiful, blue butterfly)
- Making additional nouns using suffixes such as ness, er and est (earlier, earliest, silly, silliness)
- Making additional nouns by compounding (foot ball)

Grammar - Year 2 continued...

- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Is it a statement, question, exclamation or command?
- Apostrophe for possession (John's ball) and contraction (I can't)

What else could you do at home?

Use the correct grammar and punctuation terminology with your child – noun, verb, adverb, quotation marks etc.

Practice the spellings diligently at home with your child. Talk about the alternative spellings (die/dye, their/there/they're)

READ! READ! READ! And talk to your child about the grammar and punctuation they are seeing in their reading book

field to complete all homework tasks.

Punctuation Power!			Super Spellings I need to know many of these:						
m	and Correctly sized		poor		cold	again	move		
	spaces	iy sizea	find		gold	grass	prove		
	A Capital letters to begin a sentence and for names and		mind		hold	pass	half		
Δ			floor		told	plant	parents		
^			eye		every	path	money		
	places		kind		great	door	improve		
	A full s end of	A full stop at the			break	both	sugar		
	Evelam	Evaluation			steak	most	could		
	exclamation exclamations or surprise		any		Mrs	even	would		
!			child		after	climb	beautiful		
			wild		fast	busy	because		
? Questic		on marks for	Mr		last	people	should		
questions			only		past	pretty	behind		
Sneaky Suffixes			old		father	sure	Christmas		
glue on the cnd of a word: -mcnt amazement -ncss happiness -ful playful		many		class	bath	everybody			
		clothe	s	water	hour	children			
			Some have capital letters.						
		nappiness							
		Some contractions							
-	ess	hopeless							
	-ly	angrily	has	n't	it's	shc'll	I've		
Sometimes suffixes change the end of the root word.		(has	not)	(it is/it has)	(she will)	(I have)			

Writing	Mat	Expected	Year 2
---------	-----	----------	--------

Clever Conjunctions							
Co-ordinatio	01	or		ıd	but		
Subordinati	when			if			
Suborallati	on	1	that		be	because	
s	mas	hing \$	Sent	ences	5		
Statement			Ιaι	n sev	ven.		
Question		Но	ow o	ld ar	e you	ι?	
Exclamation			iat a nice surprise it is to see you!				
Command	Come to my party.						
Lovely Letters			Terrific Tenses				
Make sure your CAPITAL letters, digits and lower-case letters are the right size and way round.			Р	ast]	[sang.	
			Pro	esent	s	I am inging.	
			Delightful Describing			escribing	
Use your diagonal and horizontal handwriting			N	oun	T sr	he soft , u ffling	
horizontal han	idwri	ting	Ph	rases	;	rabbit	

Punc				
A	A Capital letters to begin a sentence and for names and places			
	A full stop at the end of a sentence	most og poor		
!	Exclamation marks for exclamations or surprise	find mind floor		
?	Question marks for questions	eye kind who		
' Tom's	Apostrophes for showing something belongs to someone	whole any child		
, can't	Apostrophes in contracted words	wild Mr only		
, onc, two	Commas to separate items in a list	old many clothes		

Writing Mat Greater Depth Year 2

Super Spellings... I need to know... ost of these common exception words: most contractions: cold I'll couldn't again oor move iťll wouldn't nd qold grass prove it's hold she'll ind pass half he'll she's told plant parents oor he's we'll path money Je every ind door I'd we've great improve she'd hasn't break both ho sugar hole steak could he'd won't most would we'd can't ny Mrs even ıild after climb beautiful I've don't ild didn't fast because busy last people should r behind nly past pretty Christmas father d sure class bath everybody any

children

water

hour

Sneaky Suffixes					
glue on the cnd of a word:					
-ment amazement					
-ness	happiness				
-ful playful					
-less hopeless					
-ly angrily					
Sometimes suffixes change the end of the root word.					

Lovely Letters

Use your diagonal and horizontal handwriting joins in most of your writing.

Recommended books

Available on Amazon (CGP ks1)

CGP

Copyrighted Material

Class:

KS1 English Grammar, Punctuation & Spelling

Targeted Question Book

KS1 English Reading

SATS Study & Practice Book

Includes Answers

Names

Copyrighted Material

Maths

OK... take a deep breath and here we go...

WORKING TOWARDS THE EXPECTED STANDARD The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 - 5; 88 -30)
- recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 - 6 = 4)
- count in twos, fives and tens from o and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).




WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD The pupil can:

- read scales where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + 2; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).



How do we teach maths?

- We teach with the physical equipment (manipulatives) then representation then the written method. We have reasoning opportunities in every lesson. (Visual, representation, abstract)
- In class teachers are using manipulatives such as:







Calculations with straws







Diennes





Numicon





Cuisenaire rods





Place value counters





Children need to work 'actively' with the equipment. Build visual images.

Then move to the abstract - numbers and symbols



Addition in Year 2

Add numbers using objects, pictorial representations and mentally

- 2 digit number and ones e.g. 32 + 7
- 2 digit number and tens e.g. 32 + 30
- 2 two digit numbers e.g. 32 + 27
- three 1 digit numbers 4 + 7 + 6



e.g. 34 + 23 = 57







1	2	3	4	5	6 16 26	
11	12	13	14	15		
21	22	23	24	-25		
31	32	33	34	35	36	
41	42	43	-44	45	46	
51	52	53	34	55	56	

32 + 22=

Partitioning

Re-partitioning numbers

Introduction to columns

65 = 60 + 5 65 = 50 + 15 65 = 40 + 25 65 = 30 + 35 65 = 20 + 45 65 = 10 + 55

 Recall and use addition and subtraction facts to 20 and derive and use related facts to 100

 Demonstrate the commutative law of addition I know that 7 + 3 = 10. So 27 + 3 makes 30. To check this, I can partition 27 into 20 and 7. 20+7+ 3= 20+10= 30



Fluency in Year 2

- Show increasing fluency in deriving pairs of numbers up to 10 and then up to 20
 Use knowledge to derive and use number
- Use knowledge to derive and use number facts up to 100
- Add numbers mentally including TO + O, TO + tens, TO + TO, O + O + O
- children should be able to add numbers in different contexts e.g. money, measures



Progression of subtraction



Subtraction Year 2

- Add and subtract numbers using concrete objects, pictorial representations and mentally
- Use jottings to support informal methods
- Written recordings









Informal methods to support written calculations



Hundred Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	13	24	25	26	27	28	29	30
31	32	33	31	35	36	37	38	39	40
41	42	43	41	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

54 - 32 = 22



Number lines

Bridge through 10 where necessary 32 - 17



Is it quicker to go backwards or forwards?



Moving to more formal written methods

37 - 12 =

37 - 10 = 27 27 - 2 = 25



Children will start to use exchanging

Children apply, develop and secure their understanding of place value and begin to record using jottings and number sentences



Fluency in Year 2

- Practise addition and subtraction facts to 20
- Show increasing fluency in deriving subtraction facts for numbers up to 10 and then up to 20
- Use known facts to 20 to derive new facts e.g.
 3 + 7 30 + 70
- Use knowledge to derive and use subtraction number facts up to 100



Structures of Multiplication (Haylock and Cockburn 2008)

Children should experience problems with all the different multiplication structures in a range of practical and relevant contexts e.g. money and measurement

Repeated addition

So many lots (sets) of so many How many (how much) altogether Per, each

Scaling

Scaling, scale factor Doubling, trebling So many times bigger than (longer than, heavier than, and so on) So many times as much as (or as many as)

Commutative law

Scaling, scale factor Doubling, trebling So many times bigger than (longer than, heavier than, and so on) So many times as much as (or as many as)



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Multiplication Year 2

Mental calculations

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables – at Sacred Heart we also move onto 3 and 4 times tables if children must know all times tables by the end of Year 4.
- Recognise odd and even numbers
- Show that multiplication of two numbers can be done in any order (commutative)
- Apply doubling of numbers up to ten to doubling larger numbers



Written calculations

- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- Understand and solve problems involving arrays
- Understand that multiplication and division are inverse operations





Fluency in Year 2

- Count in twos, threes, fives from zero and tens from any number e.g. 6, 8, 10, 12 etc.
- Emphasise number patterns
- Introduction to multiplication tables.
- Practise to become fluent in multiplication facts for 2, 3, 4, 5 and 10
- Solve multiplication problems mentally





Structures for Division (Haylock and Cockburn 2008) Children should experience problems with the different division structures in a range of practical and relevant contexts e.g. money and measurement Inverse of multiplication Equal-sharing (Grouping) Sharing equally between How many (much) each? So many lots (sets/groups) of so many Share equally in to groups of ... 6 shared equally by 2 Divide twelve into equal 18 🜩 3 groups of four 6 🜩 2 divided into 18 equal groups of 3S = 3 Make 12 Overlay groups of four

Ratio structure

comparison inverse of scaling structure of multiplication scale factor (decrease) Barney earns three times more than Fred. If Barney earns £900 how much does Fred earn?

Jo's journey to school is three times as long as Ella's. If Jo walks to school in 30 minutes how long does it take Ella?

Division Year 2

Mental calculation

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs



Written Calculation

- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- Find halves and then quarters









10p + 10p + 10p + 10p + 10p = 50p $10p \times 5 = 50p$ 5 hops of 10

"If 40 ÷ 10 = 4 and 30 ÷ 10 = 3, what do you think 70 ÷ 10 would be? Why?"

groups of 5 minutes have passed when the minute hand reaches twenty



2 × 7 = 14 14 ÷ 7 = 2

Fluency in Year 2

- Count back in twos, threes, fives from zero and tens from any number e.g. 12, 10, 8, 6 etc.
- Emphasise patterns
- Connect ten times table to place value and five times table to divisions on a clock face
- Introduction to multiplication tables.
- Practise to become fluent in division facts for 2, 3, 4, 5 and 10
- Solve division problems involving grouping and sharing



What about the other maths? in Year 2...



Fractions:

- Recognise, find, name and write fractions 1/3, $\frac{1}{4}$, 2/4 and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- Write simple fractions $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of 2/4 = $\frac{1}{2}$




Measurement

- Measurement: choose and use appropriate standard units to estimate, measure length, height in any direction in m and cm, mass in kg and g, temperature in degrees centigrade, capacity in litres and millilitres to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume/capacity, and record the results using the < and > signs
- Recognise and use symbols for pounds \pounds and pence p and combine amounts to make a particular value
- Find different combinations of coins that equal the same amounts of money
- Compare and sequence intervals of time
- Tell and write the time to five minutes, including quarter past / to the hour and draw the hands on a clock face to show these times
- Know the number of minutes in an hour and the number of hours in a day



Geometry

- Identify and describe the properties of 2d shapes including the number of sides and line symmetry in a vertical line
- Identify and describe the properties of 3d shapes including the number of edges, vertices and faces
- Identify 2d shapes on the surface of 3d shapes (a circle on a cylinder, a triangle on a pyramid
- Compare and sort common 2d and 3d shapes and everday objects
- Order and arrange combinations of objects in patterns and sequences
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns, clockwise and anti-clockwise.



Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- Ask and answer questions about totalling and comparing categorical data.



How will maths be assessed?

There are two test papers: •arithmetic •reasoning

Plus teacher assessment through usual lesson activities



What do the papers look like Arithmetic



What do the papers look like Reasoning

att		
13	Write two numbers to make this calculation correct.	
	+ = 19	O
	Now write three numbers to make this calculation correct.	
	+ + = 19	L mark
		and the
14	Abdul has some toy cars.	
	He gives half of them to Ben.	
	He has four toy cars left.	
	How many toy cars did Abdul start with?	
	toy cars	O t mark



There are 40 crayons in a box.

Sam takes 17 crayons.

Kemi takes 10 crayons.

How many crayons are left?

Show

working

How can you support your child?

Engage in the homework with them. They don't have to do it all by themselves. Get equipment out - money, pasta, straws - let them visualise the numbers they are working with. Add, subtract, multiply and divide. Teach them to tell the time on an analogue clock (not digital).

Talk to them about numbers you see on the way to school, at the shops - try to use money not a card! Keep asking - what time is it? How many minutes until...

Use the Mathletics programme to support their classwork – it's fun and they will be rewarded with certificates for their efforts in our celebration assembly.

Practise papers are available from CGP but you really don't have to do them!



Thank you for all your hard work with your child

